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IDENTIFIERS *Nevada

ABSTRACT

Since the results of a survey indicated that for the 1971-72 school year, forty-nine vocational teachers in the Nevada secondary school system had less than a baccalaureate degree, and that a large percentage of them had very little assistance in developing and/or learning teaching skills (although they were well prepared in their speciality), an educational professional development program for vocational personnel in Nevada, developed by the University of Nevada, Las Vegas, was designed basically for teachers in the field. The program's delivery system incorporated alternative approaches for individuals to obtain a baccalaureate degree and included such features as articulation with the Community College Division of Nevada, equating previous occupational experience to college credit, arranging credit for off-campus inservice programs, exposure to the special needs of the handicapped and disadvantaged, availability for full-time or part-time students, and cooperation with local labor groups and state-wide labor agencies. (This report describes the development and implementation of the professional development program for vocational personnel in Nevada, including the delivery system and its components, and the model for earning a baccalaureate degree and teacher certification.) (SH)

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INNOVATIVE EDUCATIONAL PROFESSIONAL DEVELOPMENT PROGRAM FOR NEVADA VOCATIONAL PERSONNEL

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NATIONAL INSTITUTE OF EDUCATION

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October 15, 1974

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INNOVATIVE EDUCATIONAL PROFESSIONAL DEVELOPMENT PROGRAM
FOR NEVADA VOCATIONAL PERSONNEL

The Department of Secondary Education of the University of Nevada, Las Vegas (UNLV) has inaugurated a new educational professional development program for vocational personnel in Nevada.

Needs of vocational personnel from all service areas can be met, and credit can be awarded for previous occupational experience. This is of tremendous value to the T&I, Technical, and Health Occupations personnel.

The new program in Nevada was developed basically for teachers in the field, and incorporates the following features:

1. Articulation with the Community College Division (CCD) of Nevada.
2. Equating previous occupational experience to college credit.
3. Vocational personnel will be grouped with other secondary education teachers in the professional development courses, except for those unique to vocational education.
4. Credit can be arranged for off-campus inservice programs.
5. Exposure to the special needs of the handicapped and disadvantaged.
6. Available for full-time or part-time students.
7. Cooperation with local labor groups and state-wide labor agencies.

The development and implementation of an educational professional development program for vocational personnel was a top priority of the State Vocational Director, R. Courtney Riley, in the

utilization of the EPDA Part F Section 553 funds. The rationale for this was that vocational personnel in Nevada, except for those in Agriculture and Home Economics, had no opportunity for professional growth in their service areas at the state universities. Individuals interested in further professional growth had to travel several hundred miles to universities or colleges in neighboring states.

It became more pressing as growth continued in Nevada to have a professional development program to maintain an adequate supply of vocational personnel, and to offer to those in vocational education, opportunities for professional growth.

The results of a survey indicated that for the 1971-72 school year, 49 vocational teachers in the Nevada secondary school system had less than a baccalaureate degree, and that a large percentage of them had very little assistance in developing and/or learning teaching skills, although they were well prepared in their speciality.

The delivery system developed for professional development of vocational personnel by the Department of Secondary Education at UNLV incorporated alternative approaches for individuals to obtain a baccalaureate degree. The alternatives for matriculation are:

1. High school direct to UNLV.
2. High school direct to the Community College Division, and then trnasfer to UNLV.
3. High school graduation and to the world-of-work then to:
   a. UNLV (part-time or full-time)
   b. The CCD then transfer to UNLV (part-time or full-time).

c. Teaching in a vocational program with concurrent matriculation to the CCD or to UNLV.

4. Individuals without a high school diploma can:

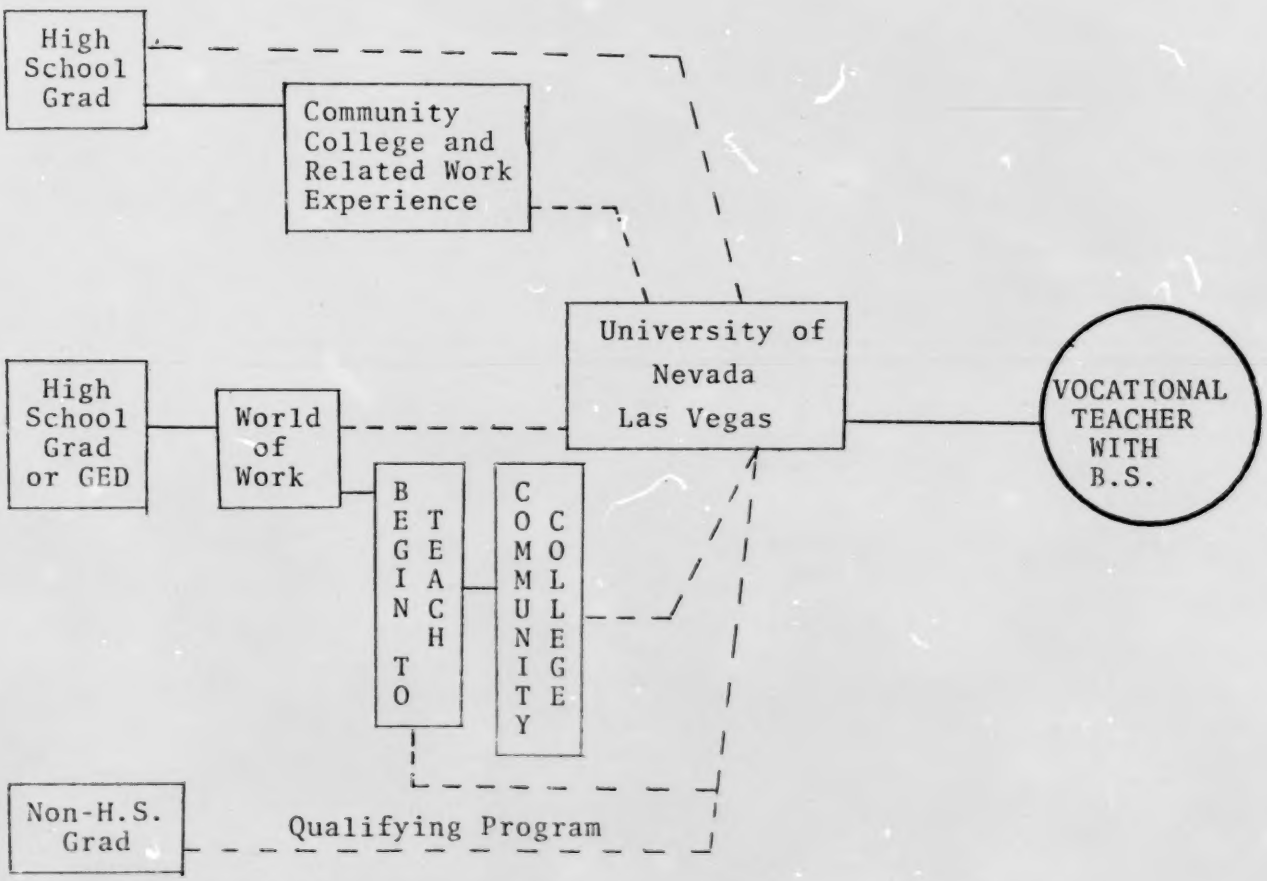
a. Secure a GED, and then take an alternative as outlined in item 3 above.

b. Enter UNLV directly through its qualifying program.

The flexibility of the above delivery system allows for the broadest interpretation of the term world-of-work, and is described in Figure 1 in flow chart form.

FIGURE 1

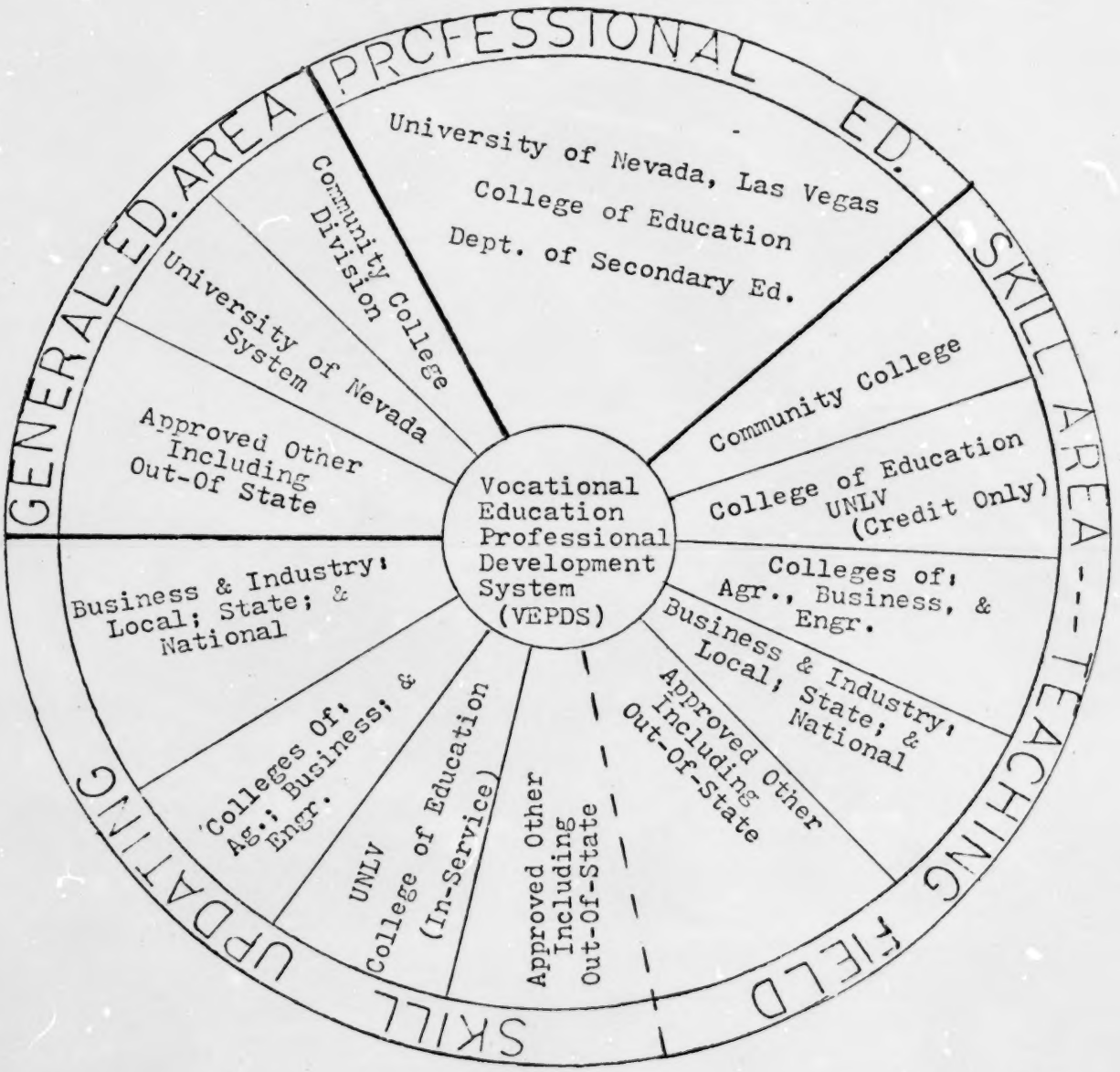
DELIVERY SYSTEM FOR TRAINING VOCATIONAL TEACHERS



The Vocational Education Professional Development System (VEPDS) at UNLV recognizes a wide source of providers of services for personnel by allowing up to thirty-two hours of credit for previous occupational experience and credit for pre-approved in-service training. A diagram describing this model of providers is given in Figure 2.

FIGURE 2

MODEL OF PROVIDERS FOR THE NEVADA VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SYSTEM AT UNLV


PROFESSIONAL ED.
SKILL AREA -- TEACHING FIELD
SKILL UPDATING
GENERAL ED. AREA
University of Nevada, Las Vegas
College of Education
Dept. of Secondary Ed.
Community College Division
University of Nevada System
Approved Other Including Out-Of State
Community College
College of Education UNLV (Credit Only)
Colleges of; Agr., Business, & Engr.
Business & Industry; Local; State; & National
Approved Other Including Out-Of-State
Approved Other Including Out-Of-State
UNLV College of Education (In-Service)
Colleges Of; Ag.; Business; & Engr.
Business & Industry; Local; State; & National
Vocational Education Professional Development System (VEPDS)

The College of Education, UNLV, and the Nevada Community College Division, working as a consortium provide a comprehensive system for the professional preparation of vocational education personnel. The resources of several agencies are utilized to provide a comprehensive, relevant teacher education preparation program for vocational personnel. This approach to utilizing several available resources permits considerable flexibility in developing programs to meet the varied and individual needs of students. It presents a realistic system for the professional development of vocational personnel for present needs, as well as creating an opportunity to adjust to future needs.

The resources-product relationship of the delivery system is given in Figure 3. The product (professionally prepared vocational education personnel) and its potential employment descriptors follows Figure 3.

The two educational components of the delivery system, and the service that each provides in the professional development program, are as follows:

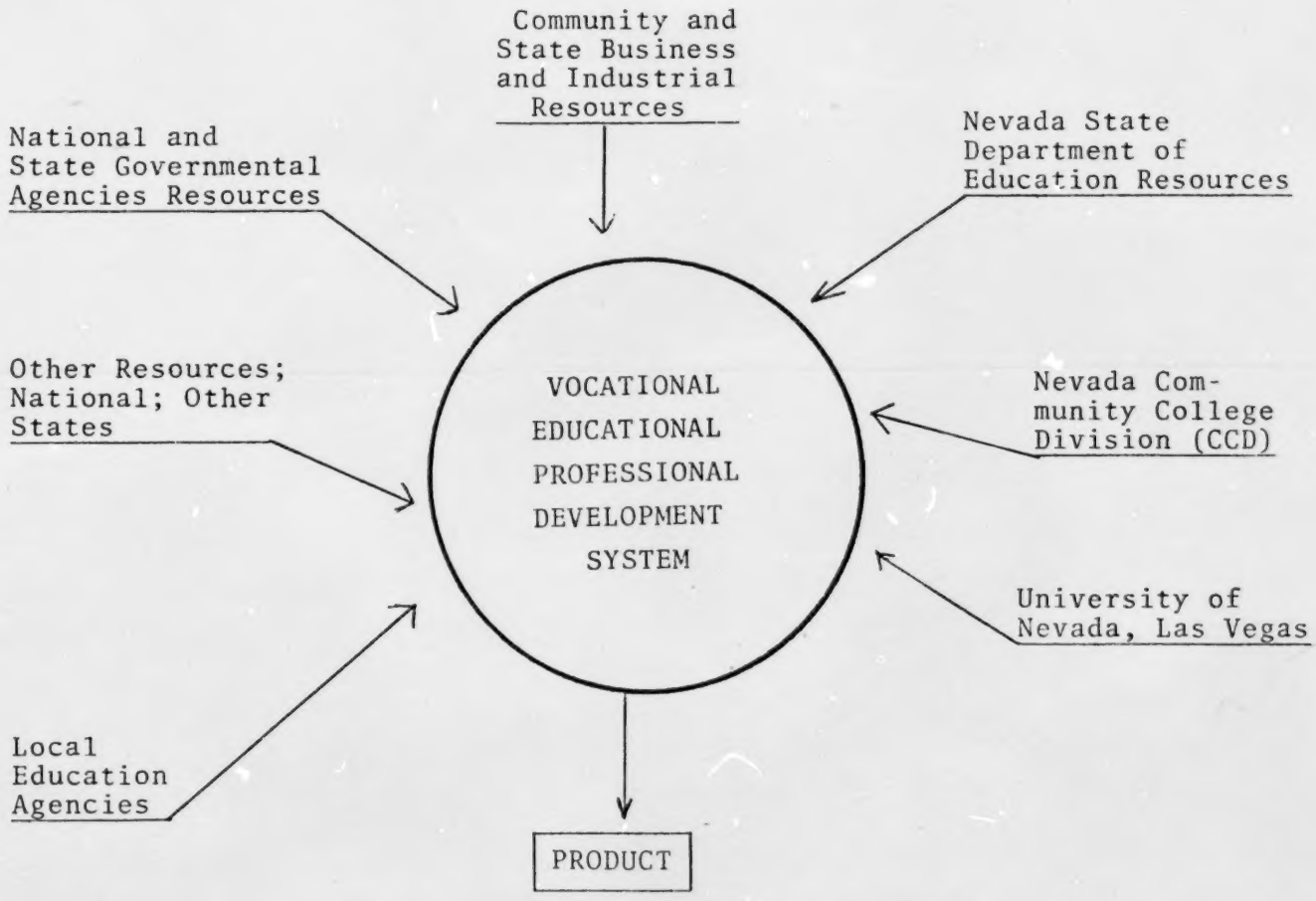
A. Nevada Community College Division
   1. Provide basic career preparation program that will lead to an associate degree.
   2. Provide for the development of technical skills in selected occupational areas.
   3. Provide for credit for previous work experience and/or skill development at the lower division level.

B. Department of Secondary Education, UNLV
   1. Provide and articulate the four-year professional development program with the CCD.

2. Provide the professional education development program that will lead to a baccalaurate degree.
3. Provide the inservice program for professional needs of vocational personnel.
4. Provide for credit for previous work experience and/or skill development at the upper division level.
5. Provide an M.Ed. degree program for vocational education teachers.

FIGURE 3

RESOURCES AND PRODUCT OF THE VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SYSTEM


Community and State Business and Industrial Resources
National and State Governmental Agencies Resources
Nevada State Department of Education Resources
Other Resources; National; Other States
VOCATIONAL EDUCATIONAL PROFESSIONAL DEVELOPMENT SYSTEM
Nevada Community College Division (CCD)
University of Nevada, Las Vegas
Local Education Agencies
PRODUCT

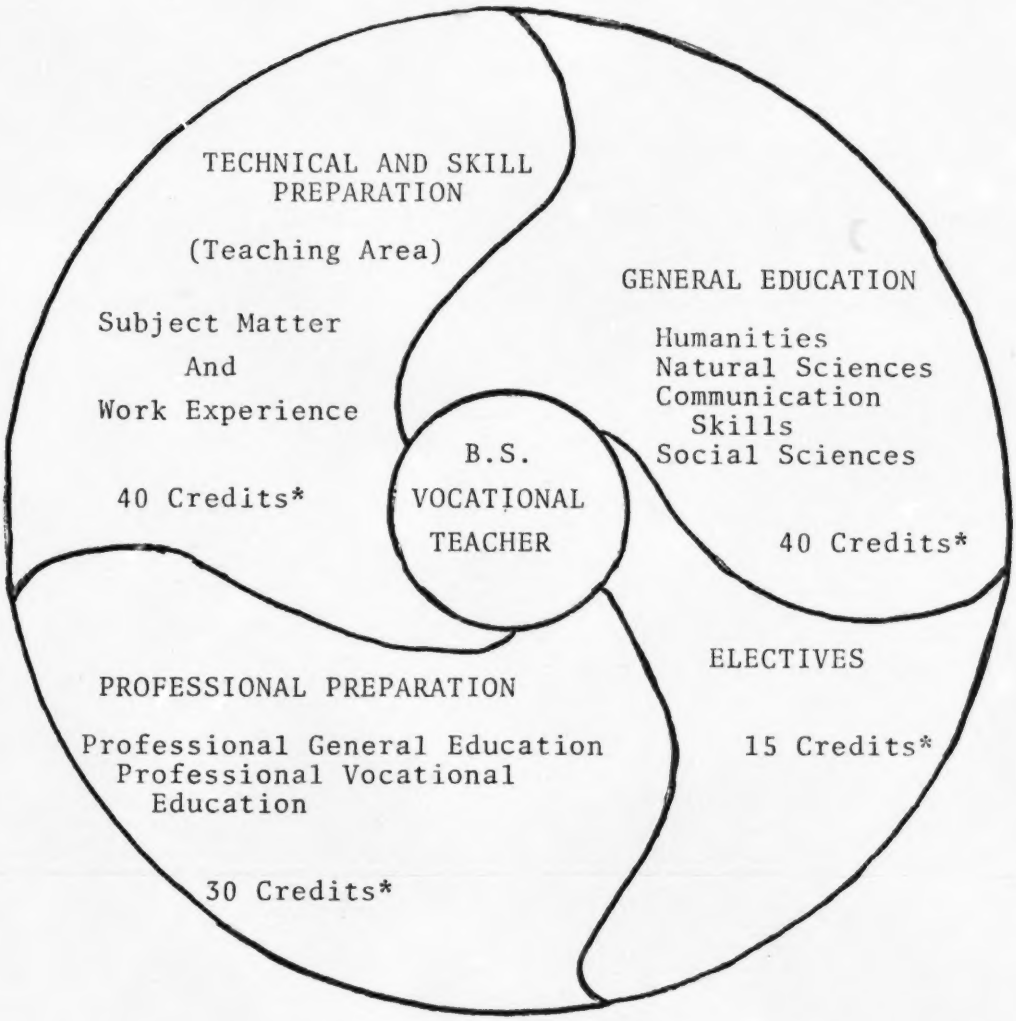
The product of the Vocational Education Professional Development System can be employed as trained vocational education personnel for the: (a) Comprehensive High Schools; (b) Vocational Schools; (c) State Community College Division and the University Division; (d) Business and Industrial Community, and (e) State and Governmental Agencies.

Other potential areas of employment of the product are: (a) Academic area teachers using career/vocational education as a minor teaching area; (b) Preparation of paraprofessional personnel for vocational education, and (c) Instructional personnel for business and industry.

Figure 4 gives the general program model for preparing vocational teachers at UNLV. The vocational educator who completes this program will have earned a Bachelor of Science Degree, and will have met all certification requirements. In Figure 4, approximate amounts of credits only are given; these amounts will vary according to each individual's particular situation, and they are closely related to acceptable transfer credits, and individual performance and background in the equating of work experience to academic credit. It is recommended that several of the approximately 15 semester hours of electives be taken in the Special Education Department.

FIGURE 4

NEVADA MODEL FOR PREPARING VOCATIONAL TEACHERS
WITH B.S. AND FULL CERTIFICATION



*These figures are approximations and will vary in individual cases.

The development and implementation of the professional preparation development program at UNLV came after two and one-half years of concentrated effort on the part of several concerned

individuals. The program became a reality at UNLV primarily due to much persistent hard work, and the receptive attitude there for innovation and progress.

After several meetings with key personnel involved in vocational education in Nevada, the finalized curriculum for the program blossomed forth in the early spring of 1974 -- the "brain-child" of the authors. Three formative meetings were necessary to set the final stage for implementation of the program in the Fall, 1974: (1) An articulation meeting with the Clark County Community College (a part of the CCD); (2) An implementation problems meeting; and (3) A program needs discussion meeting. Interspersed between these three meetings were numberous informal contacts.

The first meeting was with the CCD representative (Dr. John Rosich, Dean of Instruction at the Clark County Community College) and was held to formulate preliminary articulation and course transfer procedures. This meeting was followed-up over the next several months with many informal meetings between Dr. Rosich and Dr. James Case, (Associate Professor and Director of Vocational Education at UNLV) to complete the necessary details involving the transfer of courses. This meeting was attended by the Chairman of the UNLV Department of Secondary Education, Dr. Gene Wright, the UNLV Dean of the College of Education, Dr. Anthony Saville, the VEPDA Coordinator for Nevada, Dr. Al Edsall and Dr. Case.

The second meeting was with the UNLV administration and was primarily to discuss potential program implementation problems, in order that these conflicts could be resolved before program implementation, thereby minimizing later difficulties. The administration

was represented by Dr. Donald Baepler, President of UNLV, and Dr. Brock Dixon, Dean of Administration at UNLV and the institutional repersentative to the University of Nevada System Interarticulation Council -- these two individuals provided considerable assistance identifying several potential problem areas. Also in attendance was R. Courtney Riley, Nevada State Department of Education Director of Vocational Education, who provided invaluable direction regarding certification requirements, in addition to a great deal of the catalyst necessary to "keep things rolling". Dr. Saville, Dr. Wright, Dr. Case, and Dr. Edsall also attended this meeting. With all of the key involved personnel in attendance, communication difficulties were minimized.

The third, and last meeting, was with many of the same individuals that attended either, or both, of the two previously described meetings. The major purposes of this meeting were to appraise Ms. Muriel Tapman, Acting Chief, Bureau of Educational Professional Development, USOE, of the working details of the program, and to organize and examine final needs of the program. In addition to Ms. Tapman, Dr. Saville, Dr. Wright, Mr. Riley, Dr. Case, and Dr. Edsall were in attendance.

The nucleus of the UNLV program is the equating of work experience to academic credit -- the teaching field in the overall vocational education teacher preparation program -- and the transfer of courses in this area from the CCD to UNLV. From one to sixteen semester hours of credit can be earned in ED-135, Teaching Fields in Vocational/Career Education I, at the lower division level from the CCD, and transfered to UNLV. At UNLV, at the upper

division level, from one to sixteen semester hours of credit can be earned in ESE-235, Teaching Fields in Vocational/Career Education II. The aggregate total of semester hours of credit earned in these two courses, plus additional semester hours of credit earned in four other required courses provides the teaching field for the vocational teacher education student. Academic credit in these two courses is earned through the application of several reliable criteria, including a written examination and a performance competency examination in the student's skill area.

All vocational teacher education students are required to enroll in the same professional education courses as other secondary teacher education students, except for the methods of teaching vocational education subjects course which is specific for this program, and the student field experience (student teaching) which also is specific for the program. Curriculum development, the identification, construction, and use of teaching materials and aids, and evaluation procedures appropriate in the vocational education teaching fields, all receive particular emphasis in this portion of the vocational teacher preparation program.

Vocational teacher education students are expected to meet all of the same general education requirements as other secondary education students.

Vocational teacher education students accepted in the UNLV program may transfer from the CCD to UNLV with either a completed specific two-year associate degree or may take appropriate selected and approved CCD courses only and transfer them to UNLV. In addition, vocational teacher education students may enter UNLV directly

and concurrently take appropriate selected and approved CCD courses for transfer to UNLV and/or may transfer appropriate selected and approved college or university level courses from another accredited four-year institution to the UNLV program. Finally, in certain vocational teaching fields, vocational teacher education students may transfer appropriate approved courses to the UNLV program from accredited two-year institutions that are not Nevada CCD members. Students who satisfactorily complete the program receive the Bachelor of Science degree in Education with a major in secondary vocational/career education.

The Educational Professional Development Program for Vocational Personnel at the University of Nevada, Las Vegas, is a fine example of action through cooperation. The cooperation of personnel from the Nevada State Department of Education, the USOE, the local education agencies, the CCD, and the University was essential in developing and implementing a program that is timely and incorporates various facets and several resources to provide an up to date educational program for vocational personnel in Nevada. Information regarding the UNLV Program may be obtained by writing directly to: The Department of Secondary Education, College of Education, University of Nevada, Las Vegas, Las Vegas, Nevada, 89154; or calling (702) 739-3011.